

## Relationships and Sex Education Policy Poppyfield School

<b>Policy Reference:</b>	<i>A133 - POP</i>
<b>Version Number:</b>	<i>4</i>
<b>Applies to:</b>	<i>Schools</i>
<b>Associated documents:</b>	<i>Curriculum policy PSHE policy Child protection policy</i>
<b>Approved by:</b>	<i>Quality</i>
<b>Implementation date:</b>	<i>September 2023</i>
<b>Next review due by:</b>	<i>September 2024</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

## 2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. ([RSE](#)) 2021
- › Section 34 of the [Children and Social work act 2017](#).

## 3. Scope

This policy applies to all staff, children and young people at Aurora Poppyfield

## 4. Roles and responsibilities

### 4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### 4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

Tutors will be responsible for the delivery of PSHE

## 4.3 The governing board will:

4.3.1 The governing board will hold the headteacher to account for the implementation of this policy.

## 4.3 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

## 5. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 6. Policy development

Aurora Poppyfield will consult with parents when making changes to the RSE policy and also with staff and students.

This policy will be available to staff, students and parents on admission. The consultation and policy development process will involve the following steps in the future:

- Staff consultation – via curriculum meetings
- Parent consultation – via letter and invites to parental discussion
- Student consultation – via school council and prior to topic coverage
- Ratification – at first governance meeting of the academic year

## 7. Curriculum

RSE:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum
- Has planned, timetabled lessons across all the Key Stages.
- Is intrinsically linked to Form Tutor time
- Is taught by staff who will receive training in RSE and PSHE (with expert visitors invited in to enhance and supplement the program where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and to support how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of each students development, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies, sexual health, and reproduction in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the Health Centre and other health, advice and counselling services, including reliable information online;
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality, and challenges all forms of discrimination in all lessons and every-day school life
- Meets the needs of all pupils and their diverse experiences and special educational needs and disabilities, in a manner related to their developmental age, cognitive ability and experience.
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

## 8. Delivery of RSE

RSE will be delivered as part of PSHE, by Form Tutors.

RSE will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures). Along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

Topic	Pupils should know
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

Topic	Pupils should know
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

## 9. Safeguarding and child protection

At Aurora Poppyfield, we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens, we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

## 10. Parents right to withdraw

Parents of secondary age pupils do have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To opt a child/young person out of RSE lessons, complete Appendix 2 and return it to the Head Teacher who will then arrange a meeting to discuss your request with you.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

This policy will be reviewed annually by PSHE/RSE Lead and the Head Teacher

## Appendix 1:

## Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition to secondary school Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations.	Diversity, prejudice, and bullying including cyber bullying Managing on- and off-line friendships	The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM	Self-esteem and romance Exploring family life <b>Consent / appropriate and inappropriate touch / reporting</b>	Making ethical financial decisions Saving, spending and budgeting our money
	Life online <i>Including rights and responsibilities online as part of the school charter Including how online influences affect our attitudes to diet and exercise</i>	Life online <i>Including exploring careers and enterprise online  Including challenging stereotypes about jobs in digital technology</i>	Life online <i>Including cyber bullying and trolling Including the impact of social media on friendships and managing conflict</i>	Life online	Life online <i>Including how self-esteem is affected by online identity and friendship</i>	Life online <i>Including how our decisions are influenced by online advertising and targeted algorithms Including how apps can help manage and access our money online</i>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Key First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence Coverage:	Rights and responsibilities in the community including challenging age and disability discrimination	Tackling racism and religious discrimination, promoting human rights  Online safety and digital literacy	Mental health and emotional wellbeing, including body image  Managing change and loss	Introduction to sexuality and consent Introduction to contraception including condom and the pill <b>Consent / appropriate and inappropriate touch / reporting</b>	Evaluating value for money in services Risks and consequences making financial decisions
	Life online <i>Including online safety</i>	Life online <i>including challenging age and disability discrimination</i>	Life online <i>Including how human rights can be promoted through online social action</i>	Life online <i>Including the impact of social media on mental health and body image</i>	Life online <i>Including relationships norms on social media</i>	Life online <i>Including online fraud and common scams</i>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Peer pressure, assertiveness and risk, gang crime  Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home  Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography <b>Consent / appropriate and inappropriate touch / reporting</b>	Reflecting on learning skills development in key stage 3 Planning and carrying out an enterprise project
	Life online <i>Including how gangs use online technologies to conduct crime Including the impact of technology use on sleep</i>	Life online <i>Including challenging misconceptions about online fame and aspirations to be "youtubers" &amp; "insta-famous" Including how to find reliable sources of information and</i>	Life online <i>Including how social media can be used to both reinforce and challenge prejudice</i>	Life online <i>Including how social media can promote myths about drug use</i>	Life online <i>Including how relationships may be established, maintained and end through social media Including online risks such as sexting and pornography</i>	Life online <i>Including how this project might be promoted and operated using online tools Including skills relevant to using digital technologies such as effective research</i>



		<i>how to be critical consumers of online</i>				
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Transition to key stage 4 and developing study habits H1, H2, Mental health and ill health, tackling stigma	Understanding the causes and effects of debt Understanding the risks associated with gambling	Tackling relationship myths and expectations  Managing romantic relationship challenges including break ups <i>Consent / appropriate and inappropriate touch / reporting</i>	Exploring the influence of role models  Evaluating the social and emotional risks of drug use	Understanding different families and learning parenting skills  Managing change, grief and bereavement.	Preparation for work experience  Evaluation of work experience and readiness for work
	<i>Life Online Including self-regulation of digital technologies Including how to access online services for support, how the internet may both reinforce and challenge stigma about mental health</i>	<i>Life Online Including specific risks relevant to online forms of gambling and in-game purchases</i>	<i>Life Online Including how these myths may be endorsed online and through social media Including online etiquette during break ups</i>	<i>Life Online Including comparing the influence of online and offline role models</i>	<i>Life Online</i>	<i>Life Online opportunity to participate in virtual work experience Including completing an blog/vlog reflection</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Promoting self-esteem and coping with stress  Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school  Skills for employment and career progression	Personal values and assertive communication in relationships  Tackling domestic abuse and forced marriage Consent / appropriate and inappropriate touch / reporting	Health and safety in independent contexts  Taking responsibility for health choices	British values, human rights and community cohesion Challenging extremism and radicalisation	Preparing for college of next steps.
	<i>Life Online Including addressing FOMO (fear of missing out) Including how online tools can promote revision e.g. revision podcasts</i>	<i>Life Online Including online applications Including developing a personal online brand and using professional networking sites</i>	<i>Life Online Including clear online communication Including the use of digital technologies by abusers to coerce and control (e.g. tracking apps, checking phones, constant contact)</i>	<i>Life Online Including how to find and identify reliable health information online Including how to use online tools and fitness apps to support health choices</i>	<i>Life Online Including the coercive techniques used online; propaganda, echo chambers, filter bubbles</i>	<i>Life Online</i>

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			